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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Language and**  **Level / Grade** |  | | | | Approximate Length of Unit | | | | |  | |
| Approximate Number of Minutes Weekly | | | | |  | |
| **Theme/Topic** |  | | | | | | | | | | |
| **Enduring Understanding** |  | | | | | | | | | | |
| **Essential Question** |  | | | | | | | | | | |
| **Goals**  *What should learners know and be able to do by the end of the unit?* | Learners will be able to: | | | | | | | | | | |
| **Summative**  **Performance Assessment**  *• These tasks allow learners to demonstrate how well they have met the goals of the unit.*  *• They are integrated throughout the unit.*  • *The template encourages multiple interpretive tasks.*  *• The interpretive tasks inform the content of the presentational and interpersonal tasks.*  *• The tasks should incorporate 21st Century Skills.* | **Interpretive Mode** | | | | | | | | | | |
|  | |  | | | | | | |  | |
| **Presentational Mode** | | | | | **Interpersonal Mode** | | | | | |
|  |  | | | | | | | | | | |
| **Toolbox** | | | | | | | | | | | |
| Language Functions/Can Do Statements | | Related Structures / Patterns | | | | | | | Priority Vocabulary | | |
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| **Key Learning Activities/Formative Assessments** | | | | | | | | | | | |
| Key Learning Activity/Formative Assessment  *(representative samples from beginning to end of unit)* | | | | How does this activity support the unit goals or performance tasks? | | | | Mode of Communication | | | **Interculturality**  **S**elf  **C**ommunity  **W**orld |
|  | | | |  | | | |  | | |  |
|  | | | |  | | | |  | | |  |
| **Resources** | | | | | | | **Technology Integration** | | | | |
|  | | | | | | |  | | | | |